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ABSTRACT

This document consists of four papers presented during a symposium on human resource development (HRD) journals moderated by Peter W.J. Schramade at the 1996 conference of the Academy of Human Resource Development. "Refereed Journals: The Cornerstone of a Developing Profession" (Gary N. McLean) describes the purpose, format, success, and involvement of HRD professionals in "Human Resource Development Quarterly." Suggestions are made to enhance the possibility of potential authors having their manuscripts accepted. "Improving Performance from Theory to Practice with Rigor and Relevance: Performance Improvement Quarterly'" (Peter J. Dean) presents highlights of the body of literature published in the first 7 years of "Performance Improvement Quarterly" (PIQ) as well as highlights of other publications in the field of human performance technology (HPT). It also discusses the relevance of research in HPT and HRD. "Introducing the 'International Journal of Training and Development'" (William J. Rothwell) describes the journal's scope and emphasis and offers suggestions for the submission of articles. "Publishing in 'Adult Education Quarterly'" (John M. Dirkx, Sean Courtney) provides an overview of "Adult Education Quarterly" (AEQ), including a discussion of guidelines for preparing and submitting a manuscript for publication, the process used to review manuscripts, and reflections on the future of research and publications of HRD and adult education. Papers contain references. (YLB)

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SYMPOSIUM
[15] HRD JOURNALS

Chair: Peter W.J. Schramade, Opleiding & Ontwikkeling (Netherlands)

Refereed Journals: The Cornerstone of a Developing Profession
Gary N. McLean, University of Minnesota

Improving Performance from Theory to Practice with Rigor and Relevance: Performance Improvement Quarterly
Peter J. Dean, University of Tennessee

Introducing *The International Journal of Training and Development*
William J. Rothwell, Pennsylvania State University

Publishing in *Adult Education Quarterly*
John M. Dirkx, University of Nebraska-Lincoln
Sean Courtney, University of Nebraska-Lincoln

Academy of Human Resource Development
1996 Conference
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Refereed Journals: The Cornerstone of a Developing Profession

Gary N. McLean, University of Minnesota, St. Paul
Editor, Human Resource Development Quarterly

The Human Resource Development Quarterly, a refereed journal, is in its seventh volume. The journal provides an outlet for scholarly presentation and debate of HRD issues as counterbalance to the popular press. It fosters community among multi-disciplinary professionals. Authors, reviewers, and board members represent a wide range of field backgrounds, research methodologies, experience levels, and foci. Acceptance rate is about 30%. Suggestions are made to enhance the possibility of potential authors having their manuscripts accepted.

Every academic field is marked by its literature. The more mature the field, the more developed are the scope and quality of the literature available to its members. Throughout its relatively young life, the field of human resource development, and its component fields of organization development, personnel training, and career development, have been well served with quality, practitioner-oriented journals and newsletters. The same, however, cannot be said of the scholarly or academic literature available to members of the profession. In fact, perhaps more than many fields, human resource development has been susceptible to the whims and fancies of fads as they come and go—from programmed instruction to accelerated learning, re-engineering, adventure learning, right- and left-brain theories, Myers-Briggs Temperament Indicator, learning organizations, appreciative inquiry, large group strategic planning, and the endless list that confronts us at every conference and in each new "best-seller" in the field. Finally, HRD is beginning to mature, as marked by the journals now emerging, some of which are represented at this conference.

The *Human Resource Development Quarterly* (*HRDQ*) plays an important role in this field's maturing process. In the beginning, there was a long gestation period before the *HRDQ* was birthed by the Research Committee of the American Society of Training and Development with ASTD as the sponsor, the (then) Training and Development program at the University of Minnesota as its temporary home, and Jossey-Bass as its publisher. This relationship continues today, with the addition of The Ohio State University, the home of our associate editor, Ron Jacobs.

But everything is not the same. The maturing process moves on. The Academy of Human Resource Development from its inception has recognized the *HRDQ* as its journal, distributed to all of its members. The American Society of Training and Development has now made the *HRDQ* one of three options to be provided to all members at no additional cost beyond membership, and we anticipate even more subscriptions through ASTD's reduced subscriptions to those not selecting that option.

Purpose

In the first issue, Swanson (1990) described a vision for the role that the *HRDQ* could play:

> Many of us see *HRDQ* as the start of a community of HRD scholars. I believe this research quarterly will provide the intellectual footing and research credibility HRD requires to mature as a field of study and practice. (p. 2)

Swanson went on to describe the eclectic nature of the HRD field, coming as it does from such diverse backgrounds. The hope of the early champions was that the *HRDQ* would serve as a

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venue for a wide range of backgrounds of authors committed to HRD, whose publications previously appeared in the foundational areas of their expertise but were then not widely available to others in the HRD field. Experience has borne this out. Authors have come from adult education, vocational education, mineral engineering management, public administration, management, political science, labor education, industrial relations, and many more. Practitioners and consultants, in addition to academics, are also authors.

Another form of inclusiveness to which *HRDQ* has been committed has been to provide outlets for both quantitative and qualitative research (as imperfect as these descriptors might be) and to integrate the philosophies of human development and human capital.

Format Used to Meet Purpose

From the beginning, the format of the journal has remained the same:

- a feature article, usually refereed, with one or two invited responses, with the opportunity for the feature article author to respond
- refereed articles, usually two to three per issue
- forum section, which includes non-refereed articles that are designed to explore controversial concepts within the field, challenge existing theory, suggest research hypotheses that have not yet been tested, respond to articles published earlier, and so on; again, usually two to three per issue
- media reviews, including materials that might not fall obviously into human resource development, such as research, economics, and future studies, for example; again, generally two to three per issue

It is not always easy to stay with this format. Getting the right mix of manuscripts in time to assemble an issue requires lots of coordination, hard work, and just plain luck! The most difficult task, for me, has been identifying an appropriate feature article in sufficient time to identify invited reaction authors, and it has been even more problematic to get the reactions to the feature author for a "final word."

Success in Meeting Purpose

How successful have we been in meeting these specific diversity objectives? With the number of manuscripts received exceeding 325, we continue to receive a wide range of recommendations (from 4 or 5 reviewers) on every manuscript, reflecting, I think, the diversity of reviewers available to us. One of our ongoing struggles as editors is to determine our roles vis-a-vis the role of the reviewers in determining which manuscripts to pursue for publication. Another interesting phenomenon, from my perspective, is the ease in finding manuscripts for the forum section as compared with the refereed section. Finding a "Feature" article is an even more difficult task.

I believe that we have filled at least a small role in providing opportunities for fields within HRD to talk with one another, and this has created synergy within the field. Yet, just as the Academy continues to struggle to answer the dilemma of what some perceive to be a dichotomy between theory (research) and practice, so, too, do we struggle in the *HRDQ* to find adequate ways to reflect research and practice interests (through, for example, the Refereed section and the Forum section). Our emphasis on quality has been strengthened by the institution of the Richard A. Swanson Award for the Outstanding *HRDQ* article in each volume, sponsored and staffed by the Research Committee of the ASTD.

With other fine journals around, is there a need for the *HRDQ*? That's difficult to measure. We have had an adequate flow of manuscripts, but obtaining the quality desired has not been as easy. Yet, we believe that we have not had to compromise on quality, and through six volumes, we have met our page length goals and have submitted manuscript to the publisher (close to) on time. Thus, there does appear to be a need for this outlet for authors. Another way to

view this question is through subscription data. As of December, 1995, there were 1,845 subscribers, the majority of whom are individuals, with others being libraries, corporations, and academic departments. This represents a growth of 100 from this time last year. And the changes in ASTD's subscription process will surely increase this by two to three thousand.

Another objective that has never been stated explicitly, but has clearly been met, has been to provide an outlet for advanced graduate students' work. While media (books, software, video) reviews have been primary outlets, even including instructor assignments from which one or two might be of sufficient quality for publication, advanced graduate student authors have made significant contributions to the forum and even the refereed sections of the journal. We have also reached an agreement with the Donald Bullock Outstanding Dissertation Award Committee of ASTD to publish an article based on the winning dissertation each year.

Another area of diversity in which we have interest is supporting and encouraging a wide range of research methodologies, including both quantitative and qualitative approaches. In spite of that desire, however, a customer survey just completed by Jossey-Bass to determine reactions of subscribers to the journal found that, while there were very few concerns about the journal, and that there was widespread agreement that the scholarly level of the journal was appropriate, there was a feeling that there were too many quantitative articles. To check the validity of this observation, I analyzed the 13 refereed and 10 forum articles published in volume 6 (omitting the invited reactions). Of the 13 refereed articles, 8 were positivistic (descriptive, experimental, relational, quasi-experimental), while 5 were qualitative (one each of interpretive, case study, historical, grounded theory, and review of literature). Of the 10 forum articles, 1 was positivistic, 4 were reviews of literature, and 5 were opinion or "thought" pieces. So perhaps in the refereed section, there is some validity to the observation. But then the question arises as to the "proper" balance. Is it half and half? Our editorial approach has been to encourage every type of research and to hold each to standards of quality appropriate for the type of research methodology used. The reality is that we continue to receive a preponderance of positivistic manuscripts. Perhaps it will take the new generation of graduating students who have received greater emphasis on qualitative research methodologies to change this situation.

How Can HRD Professionals Become Involved with the *HRDQ*?

In addition to being consumers, HRD professionals can participate in the life of the *HRDQ* in many ways:

1. ***As an author in the refereed section*** These 20-25 page manuscripts need to meet the rigor of criteria applied to research and are reviewed by a panel of five.
2. ***As an author in the forum section*** These manuscripts--thought pieces, pilot studies, reactions to previously published articles, and so on, are generally much shorter than those in the refereed section and are reviewed by the editor for acceptance.
3. ***As a media reviewer*** Each issue contains a review of books, software, videotapes, and other media. Material for review is provided if desired. The publication date must be within a year of being current. These manuscripts are reviewed by the associate editor for acceptance.
4. ***As a referee/reviewer*** We are always in need of reviewers for submitted refereed manuscripts. We want scholars who are themselves published in refereed journals who are willing to make the professional contribution of a significant amount of time to produce quality reviews. We are especially in need of people with skills in various qualitative areas of research, and, at the moment, we need people with some background in the broad field of human resource management.
5. ***As an editorial board member*** Each year, we replace two to three board members for a three-year term. The commitment required is to attend the annual board meeting, associated with the AHRD annual conference, and to participate actively in supporting the journal during the year.

6. ***As associate editor and editor*** Every four years, a new associate editor is selected. Ron Jacobs will succeed to editor beginning with Volume 9 (beginning in mid-1997). An associate editor will be selected early in 1997. The commitment is for eight years: four as associate editor and four as editor. This person will normally come from the editorial board or, at minimum, the pool of referees/reviewers.
7. ***As a booster*** Does your library subscribe to the *HRDQ*? Does your company (or a company you know) support the *HRDQ* as a contributor or supporter? Both of these processes are critical to the ongoing survival and success of the journal.

Participation in any one of these roles will forward the agenda of human resource development, as well as provide a platform for the participant's own personal growth and development. The editorial staff is very willing to work with anyone in any of these roles to improve the possibilities of success in completing the desired task.

How Can Authors Increase the Possibility of Publication?

Every manuscript has its own idiosyncrasies. Having said that, however, there are definitely things authors can do to improve the odds of having their manuscript selected. Based on my review of over 300 manuscripts submitted to the *Human Resource Development Quarterly*, and at least 100 more as Executive and Consulting Editor for the *Journal of Education for Business*, and as chair of the editorial board of the *Journal of Vocational Education Research*, here are suggestions for handling the most frequently occurring problems faced by authors. Some are easily remedied; others are more difficult.

1. Use the format specified by the journal, no matter how inappropriate you believe them to be or however unfamiliar you may be with the style. *HRDQ* requires the use of the fourth edition of the *Publication Manual of the American Psychological Association* (American Psychological Association, 1994). It has been quite amazing to me how many authors totally ignore this requirement. When manuscripts are returned to be put into this format, the revisions often come back incorrectly using the specified style. It is difficult to believe that authors actually think that editors will do this for them.
2. Have your article edited by someone with excellent writing skills, even if you have to pay for it. Often, we receive reviews back from reviewers with negative recommendations for publication, yet the comments made hardly address content. The writing is often so poor that reviewers are not able to see past the poor writing.
3. Review guidelines before submitting the article. How many copies are required? (We require six.) Who are the copies to be sent to? (We want them sent to the editor.) What is required to insure a "blind" review? (We request a separate title page that can be removed prior to blind review, and all references to "my work" or any other internal references that would provide clues of authorship must be removed.) Failure to follow these guidelines can add measurably to the time required for the review process.
4. Make the relevance to HRD clear and explicit. Our experience is that we receive many manuscripts that are implicitly appropriate for publication in the *HRDQ*, but the authors leave it up to the reviewers, and ultimately the readers, to make the connection. We want such connections to be explicit.
5. Describe methodology completely. Readers should not be left guessing about what was done or why it was done. This section doesn't have to be lengthy, it just has to be complete.
6. Avoid the formalities of a dissertation. Over the years, traditions have developed about the format and structure of a dissertation. Because most graduate students do not get the experience of writing for publication, their own model for writing continues to be the dissertation. Such structure is not appropriate for a published article. Potential authors are, hopefully, subjected to reading lots of journal articles. These should be examined

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prior to writing for publication. As just one example, hardly ever are hypotheses listed in a journal article as they often are in dissertations.

7. Be internally consistent with the methodology of your study. If your methods section indicates that certain steps were followed, the reader should legitimately expect that the findings would reflect these steps. If a qualitative study is described, then one should expect to see this methodology carried out throughout the article.
8. If your study is positivistic, and you are wanting to generalize your findings, be sure that the population is defined, your sampling is described, and your sample is adequate. Response rate also has to be adequate, or the burden of the argument is on you to make the case for its acceptability.
9. In positivistic studies, you must provide reliability and validity data. These are not optional requirements; they are essential in supporting the appropriateness of the findings presented.
10. If your manuscript includes statistical analyses, provide a computer disk of your raw data. All of our statistical manuscripts are reviewed by a statistical reviewer. If a computer disk is available, assumptions behind the statistical tests can be checked and alternatives explored. If the disk is not available, long, complex letters may be required, and both parties may be left discontented with the results.
11. A qualitative study is not an excuse for a lack of rigor. In some ways, there is still a struggle going on about what criteria to use in evaluating a study that does not use traditional positivistic approaches. Our experience with reviewers, however, is that there is a belief that qualitative articles do not generally meet quality standards--not because qualitative articles are less acceptable for publication (they aren't), but because the same rigor is often not applied.
12. Respond to the editors' feedback quickly. We make detailed recommendations to every author on ways in which the article can be improved. It then becomes the author's responsibility to respond to those suggestions, either by incorporating the changes into the manuscript or by telling the editors why those suggestions are not appropriate and why they have not been incorporated into the manuscript. Getting the revisions back to the editors quickly can also enhance the probability of publication. In any case, it will definitely be given faster consideration.

Where Do We Go from Here?

A journal that has just completed six volumes is still an infant in the field of publishing. The *Human Resource Development Quarterly* is still maturing, looking for ways to improve on a continuous basis, with the commitment to enhancing the HRD field for everyone--academicians, practitioners, professional organizations, organizations needing to be aware of cutting edge research, employees, and everyone whose lives are touched by HRD.

I would be pleased to receive feedback that will help us do this. Our editorial staff is available to talk with you about any aspect of your involvement with the journal.

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Improving Performance from Theory to Practice with Rigor and Relevance: Performance Improvement Quarterly

Peter J. Dean
The University of Tennessee
Editor, Performance Improvement Quarterly (PIQ)

Based on the first seven years of leadership by Boyd Richards and Bill Coscarelli, past editors of PIQ, the articles published in the journal underwent a rigorous review process which helped established a foundation of scholarship that was relevant to the field of Human Performance Technology (HPT). Selected highlights of that body of literature and other HPT publications are presented below for authors to review when researching performance improvement and when submitting articles to PIQ.

Historical Roots of Human Performance Technology (HPT)

The International Society for Performance Improvement (ISPI) has always been the organization where professional practitioners (internal and external consultants) and professors could convene to have a dialogue about the consequences of the interaction between the individual workers in an organization and their environmental work system. The late Tom Gilbert, known as the Father of Human Performance Technology, helped to found ISPI in the late sixties. A graduate of The University of Tennessee and The University of South Carolina, a professor at The Universities of Alabama and Georgia, a co-worker with B.F. Skinner at Harvard University, a business partner with Geary Rummler (1991) in the 1970's, the author of the acclaimed 1978 book entitled *Human Competence: Engineering Worthy Performance* and an accomplished performance engineer in over 300 organizations, Tom was both an academic and a practitioner and did much to inspire the founding of PIQ (Dean, 1994). His work was inspired by such luminaries as Frederick Taylor, Kurt Lewin and B.F. Skinner. Marilyn Gilbert, who also worked with B.F. Skinner, carries on with Tom's work translating his theoretical concepts into practical accomplishments through proven models, measures and methods (Gilbert and Gilbert, 1989).

Of course, other scholars and practitioners helped begin the performance movement in the 1960's. A selected list of ISPI members includes: Bob Mager, Joe Harless, Roger Kaufman, Peter Pipe, William Deterline, Don Tosti, George Odiorne, Robert Morgan, Robert Gagne', Ivor Davies, Odin Westgaard, Dick Lincoln, Gabe Olfiesch, and Ed Schor. If the above list of key contributors is unknown information to the reader, then let this article serve as a starting point for further contributions to the field of performance improvement. These pioneers underscored the need for trainers in the Human Resource Development (HRD) community to continue to acknowledge the dual responsibility to the individual and to the environment in influencing performance. With this understanding, we can continue to expand the research beyond the effectiveness of well-designed individual training programs to include the value of the impact of organizational system change on performance. Yet, we must ask if research in HRD (workforce training and development) and in HPT (workplace performance improvement) can have a relevant impact in the world of work.

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The Relevance of Research in HPT and HRD

The ideal of meaningful work with adequate monetary and psychological incentives and rewards is a goal that is characteristic of the philosophy upon which the United States of America is built. This founding philosophy recognizes that a country which becomes strong and remains globally competitive does so primarily because a majority of its individual members contribute positively through their work, their social actions and their financial activities towards the ideas and ideals which it espouses.

A major portion of one's life in such a macro-system is devoted to employment or the means of earning a living. One's employment influences the home and family, educational opportunities, social contracts, life style and leisure activities. Thus, one's preparation for employment and continuous learning thereafter is crucial toward accepting his or her rightful roles and responsibilities of the American society. Implicit in today's ever-changing market place is the need to secure and maintain a position of competitive advantage and strength. This can only be achieved by the people working in the system who have accepted their responsibility as a citizen. This requires that our businesses, industries, school systems and government agencies work in alignment to properly prepare the American worker through individual training and development (or HRD) and prepare those who manage the organizational ecology of a work system with the knowledge of workplace performance improvement (or HPT). Peter M. Senge (1990; Dean, 1995) called this understanding the organization as a system and understanding the internal and external forces driving change.

In the USA today, the most powerful vehicle for global competition and social change is business and industry. School systems and government agencies represent the infrastructure of the USA that supports business and industry. The most critical resource available to business, industry, the school system and government is the American worker. For these people to be meaningfully involved in their work and optimally productive for their organizations, an integrative interface among their work, the workplace and the workers themselves is required. The primary focus of HRD and HPT is the alignment and effective functioning among the work, the worker and the workplace within the organizational ecosystem. Other human ecosystems that impact the productivity of a worker include the family and the community. Workers draw their productive strength from all these human ecosystems: the family, school and the community. HPT and HRD can contribute its worth to the world of work in alignment with these human ecosystems.

HRD and HPT excel in a number of different but closely associated areas to develop and adapt the theories and practices necessary for a high performing workforce working in productive workplaces where workers perform meaningful work. This is possible because HPT and HRD draw from a multidisciplinary research base including:

Communications Theory
Educational Psychology
Human Development Theory
Instructional Psychology
Information Technology
Instructional Systems Design
Industrial Psychology
Learning Theory
Management Theory
Occupational Education and Development
Organizational Design and Development
Organization Learning
Sociological Theory
Systems Theory

The relevance of research in HRD and HPT enables organizations and institutions to apply theories in the context of work which in turn hopefully allows the individual to positively contribute to a democratic society by-way-of meaningful and productive performance. PIQ is committed to disseminating the research relevant to improving performance in the workplace.

Award-winning PIQ Articles, Special PIQ Issues and HPT Books

One of the practices of HPT is to provide exemplars that illustrate the best practice and serve as an example for future practice. Listed below are articles and books that emerged from ISPI membership between 1986 and 1995. It would be useful to refer to them prior to the submission of an article to PIQ.

Articles

School Reform and Restructuring: Does Performance Technology Have a Role. Sharon A Shrock, PIQ Volume 3, #4.

The TIP Theory: Prescriptions for Designing Instruction for Teams. Richard A. Armstrong and Charles M. Reigeluth, PIQ, Volume 4, #3.

Needs Assessment - A Critical Reappraisal. Theodore Lewis and David C. Bjorkquist, PIQ, Volume 5, #4.

Instructional Designers, Decisions and Priorities: A Survey of Design Practices. John Wedman and Martin Tessmer, PIQ, Volume 6, #2.

Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from a Design Perspective. Peggy Ertmer & Timothy Newby, PIQ, Volume 6, #4.

Designing Scenarios for Human Action. John M. Carroll, PIQ, Volume 7, #3.

Special Issues

Electronic Performance Support Systems. Edited by Gloria Gery, PIQ, Volume 8, #1.

The Changing Role of Human Performance Technology. edited by Diane Gayeski, PIQ Volume 8, #2.

Performance Technologist Preparation: Investing in Our Future. Edited by Ali Carr, PIQ, Volume 8, #4.

Books

Human Competence: Engineering Worthy Performance. Tom F. Gilbert, ISPI Publications, Washington D.C.

Handbook for Human Performance Technology. Edited by Harold Stolovitch and Erica Keeps, Jossey-Bass, San Francisco, CA.

*Improving Performance: How to Manage the White Space on the Organization Chart..*Geary Rummler and Alan Brache, Jossey-Bass, San Francisco, CA.

Analysis for Improving Performance. Richard S. Swanson , Berrett-Koehler Publishers, San Francisco, CA.

Performance Engineering at Work. Edited by Peter J. Dean, IBSTPI and ISPI Publications.

Conclusion

This paper addressed the need to expose authors to the historical roots of performance improvement, the individuals who pioneered ISPI, HPT and PIQ, and the publications that resulted. References to these bodies of work in future publications would be appropriate if one desired to maintained a connection with the early literature in performance improvement.

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Introducing *THE INTERNATIONAL JOURNAL OF TRAINING AND DEVELOPMENT*

William J. Rothwell
The Pennsylvania State University

Many observers of the HRD field have long felt there was a need for a major journal in the field that would focus internationally, doing what is possible to bring together the scattered research going on around the world. That led to The International Journal of Training and Development, sponsored by Blackwell's.

The Journal's Scope

The *International Journal of Training and Development* (IJTD) aims to provide an international forum for the reporting of high-quality research, analysis and debate for the benefit of the academic and corporate communities as well as those engaged in public policy formulation and implementation. The scope of the *Journal* is training and development, broadly defined. That includes the determinants of training, training and development practice, and policy and strategy.

The Determinants of Training. Examples of appropriate topics include:

- Specifying and testing the explanatory variables which may be related to training
- Identifying and analyzing specific factors which give rise to a need for training and development as well as the processes by which those needs become defined, for example, training needs analysis
- The need for performance improvement
- The training and development implications of various performance improvement techniques, such as appraisal and assessment
- The analysis of competence

Training and Development Practice. Examples of appropriate topics include:

- The design, development and delivery of training
- The learning and development process itself
- Competency-based approaches
- Evaluation: the relationship between training and individual, corporate and macroeconomic performance

Policy and Strategy. Examples of appropriate topics include:

- Organizational aspects of training and development
- Public policy issues
- Questions of infrastructure
- Issues relating to the training and development profession

The *Journal's* scope encompasses both corporate and public policy analysis. International and

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comparative work is particularly welcome, as is research which embraces emerging issues and developments.

The IJTD publishes research which ranges from the theoretical, conceptual and methodological to more policy-oriented types of work. Research may or may not be empirical and may be qualitative or quantitative.

The Journal's Emphasis

Because the principal purpose of the IJTD is to encourage an international dialogue in the field of training and development, the editors are particularly interested in work which is international or comparative.

The Journal also seeks to be genuinely multidisciplinary and this concern is reflected in editorial policy. Articles adopting an interdisciplinary approach are particularly welcome.

The IJTD's editors are keen to strengthen the links between academic work and policy and practice and wish to encourage research which can demonstrate a potential significance in this respect.

Submission of Articles

The Journal takes a unique approach. This section describes that approach as well as the referee process, desired manuscript length, number of copies to submit and other information relevant to article submission.

Approach. The Journal is focused on an international, multidisciplinary readership that links academic work and professional practice.

International Readership. The IJTD has an international readership. It is likely that only a minority of an article's readers will be in the country of the author. Contributors are asked to bear this in mind, for example, in the use of language and in making any assumptions about the reader's knowledge of the country in which the research has been undertaken. Authors would ensure that their articles are intelligible to those who may not be familiar with the traditions, infrastructure and policies of their particular countries. It is likely that one of the referees asked to comment on an article submitted for publication will be from a country other than that of the writer.

Multidisciplinary Readership. Any terms, concepts or methods which are specific to a particular discipline should be explained so that they can be understood by readers from outside that discipline.

Links Between Academic Work and Professional Practice. The IJTD is read by practitioners and policy makers as well as by academics and it is part of editorial policy that the Journal provides a bridge between academic work and professional practice. Where appropriate, authors should indicate any potential significance that their work may have for training and development policy and practice.

Refereeing. All articles submitted to the IJTD are sent out for refereeing under the conventional 'double blind' system.

Length. Articles should be between 5000 and 9000 words in length. An accurate word count (including references) should be provided. Tables and figures should be counted by treating the space they occupy as an equivalent number of words.

Number of Copies and Format. Four copies of articles are required. They must be typed on A4 paper, on one side of the paper only, double-spaced and with margins. Each copy should have a cover sheet containing its title and the name of the author(s). All work submitted should be checked

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carefully for typing errors, spelling mistakes and other faults. Pages must be numbered.

Footnotes and References. Footnotes are additional material which, while amplifying the text, are more conveniently discussed separately. They should be marked in the text by the use of asterisks (*) and daggers (†) and placed at the foot of the relevant pages. They should, however, be kept to a minimum, and wherever possible, be incorporated into the text. References indicate the precise sources of books, articles, statistics etc. cited in the text. These should be marked by the usual convention of numbers and grouped together at the end of the article. Examples are provided below:

Footnote. Examples of footnote style are shown below:

In the text	It should be stressed, however, that in Britain apprenticeship was historically given little state support and government intervention was minimal.*
At the foot of a page	*Under the sixteenth century Statute of Artificers, an apprenticeship was a legal requirement for practicing certain trades. This was narrowed by common law judges and abolished in 1814.

Reference. Examples of reference style are shown below:

In the text		They also sought to develop modular methods of training, to increase the amount of off-the-job training, and to set new standards for apprenticeships which placed less emphasis on time-serving [10].
At the end of the article	10	Senker, P., *Industrial Training in a Cold Climate*. Avebury, Aldershot, 1992, Chapter 7.

Tables and Graphs. These must be numbered consecutively, checked for accuracy and clearly presented. Extensive use of either should be avoided to minimize printing costs.

Mathematical and Econometrical Material. Algebraic equations and models should be used only when they clarify or advance the argument. Where used their implications should be discussed in the text while data and methodological discussions are confined to a technical appendix.

Copyright. Authors must indicate if their articles have been submitted or published elsewhere even if in a different form. If subject to copyright then clearance must be obtained and sent to the Editor. Work which is to be in a book prior to its publication in article form is not acceptable. All articles published in the IJTD are subject to the Journal's copyright and may not be published elsewhere without the Journal's consent.

Autobiographical Note. Each contributor should supply, with his or her manuscript: full name, postal address, telephone number, fax number, appointment or job description, name or organization (and whether this may be published) and a summary of experience, achievements and qualifications, whether business, professional or academic. The autobiographical details will be used for the "in this issue of IJTD" page.

Abstract. Authors should include four copies of an abstract of 100-150 words, double-spaced. This should be on a separate sheet containing the title of the article but no material by which the author(s) can be identified.

Submission of Other Materials

Books for Review. Review of significant books are commissioned by the Managing Editor.

Register of Current Research. This will provide the basis for an occasional feature in IJTD. Researchers wishing to publicize their work should send concise summaries to the Managing Editor.

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Publishing in *Adult Education Quarterly*

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This article provides an overview of Adult Education Quarterly (AEQ), including a discussion of guidelines for preparing and submitting a manuscript for publication, the process used to review manuscripts, and reflections on the future of research and publications in our respective fields.

The purpose of this article is to familiarize the reader with the scope of *Adult Education Quarterly* (AEQ), kinds of articles that are published in this journal, how it relates to the field of HRD and other journals in adult education, its editorial policies and guidelines, and how its current editors view the future of research within the fields of HRD and adult education. The views that are expressed in this article reflect those of the current editors and not necessarily the field as a whole or *AEQ*'s sponsoring agency.

Background of the Journal

The journal was originally founded in 1929 as *The Journal of Adult Education* but the name was changed in 1983 to *Adult Education Quarterly (AEQ)*. In its more formative years, the journal sported many opinion and descriptive pieces, the thoughts of leading adult educators, musings on the growth and direction of the nascent discipline called "adult education", and the first glimmerings of theory and research. Over the years, various comparative surveys of the journal have noted the trends and themes of most interest to authors and researchers. The journal has increasingly emphasized research and theory within the field of adult and continuing education. Currently, this emphasis represents the primary focus of *AEQ*.

AEQ represents one of a number of publications throughout the world that are devoted to issues related to adult learning. The journal enjoys the reputation of being the premier North American research journal representing the field of adult education, and is one of only a handful of journals in the world dedicated to research and theory in adult and continuing education. Journals such as *Convergence*, the *International Journal of Lifelong Education*, and *Studies in Continuing Education* represent the international reach of research and theory in the field. *AEQ* is also a frequent outlet for adult education scholars across the globe. The continuing learning of adults is, however, also of concern to the professions. It is not uncommon to find related journals, such as the *Journal of Nursing Continuing Education*, addressing the subject of adult learning. Other journals, such as *Adult Learning*, deal more directly with and attempt to specifically address practitioner concerns. Scholars within the field of HRD who are concerned with matters of theory and research impacting the adult as learner can find publishing outlets in many educationally-based journals here in the United States, in Canada, and abroad. Insofar as the field of adult education can be judged to include issues around training and settings which include business and industry, AEQ has over the years reflected in its pages theory and research of an HRD nature.

Editorial Policy

Adult Education Quarterly (AEQ) is committed to the dissemination of knowledge derived from disciplined inquiry in the field of adult and continuing education. With a circulation of about 5000, *AEQ* is published January, April, July, and October, under the sponsorship of the American

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Association for Adult and Continuing Education (AAACE). *AEQ* publishes articles representing a broad range of methodological approaches, including: a) empirical studies which use critical, action, participatory, experimental, quasi-experimental, correlational, descriptive, historical, philosophical, qualitative, or interpretive methods; b) theory-building articles; c) interpretive reviews of the literature (position statements or reasoned critiques of articles previously printed in *Adult Education Quarterly*); d) essay reviews (commissioned by editors); and e) book reviews. We have continued having a forum section, which is designed to publish shorter position papers related to the field. As of the Spring, 1996 issue we are initiating a "Letters and Opinion" section in the Journal. This section will provide readers with an opportunity to express particular views and responses they may have to articles published in *AEQ*.

For featured manuscripts and Forum articles, three broad criteria are used in the review and selection process. First, articles must be important in that they significantly advance knowledge and theory. Second, all material must be accurate and technically sound. Finally, articles must be well crafted; that is, they must be clear and well organized. In preparing a manuscript for submission, authors are encouraged to consider the following strategies:

1) Study the Editorial Policy and its sections on guidelines to insure that your manuscript falls within the scope of the journal and will meet stylistic requirements.

2) Consider the Review Criteria (Section E of the Editorial Policy) in developing and crafting your manuscript.

3) Study back issues of *AEQ* and its predecessor, *Adult Education*, focusing especially on articles of purpose and form similar to your manuscript.

4) Ask at least two colleagues who are objective and honest in their appraisals to critically review the manuscript before submitting it to *AEQ*.

Manuscripts submitted to *Adult Education Quarterly* must be grammatically correct and stylistically consistent. The journal uses the *Publication Manual of the American Psychological Association* (APA), Fourth Edition. Potential authors should consult this publication for rules governing references and citations as well as other elements of grammar and style. All manuscripts need to be typed, double-spaced and the author(s) need to submit four copies, retaining a copy for their own files. The editors are not responsible for returning copies to authors. Articles generally should not exceed 5000 words, including charts, tables and bibliography. Potential authors are strongly encouraged to obtain and follow Editorial Policy Guidelines for specific information on technical requirements for manuscript preparation.

Manuscript Review Procedures All manuscripts submitted for consideration for publication in *AEQ* are subjected to a systematic review process. The manuscript is first examined to determine if it conforms to the editorial guidelines for the journal (i.e. if it is "in scope"). Manuscripts considered to be "out of scope" are returned to the author(s) with a brief cover letter explaining that they are not acceptable for publication by *AEQ* in their present form and no further review of the manuscript is conducted. Manuscripts determined to be "in scope", as defined in the "guidelines for contributors" (see attachment), are submitted for further review to a panel of consulting editors (CE). Typically, three individuals from this panel are selected to review each manuscript, based on background expertise and knowledge. Decisions as to who will be asked to review the manuscript are made on the basis of the nature of the research question or topic of the manuscript, the nature of the methodology employed, and the availability of CEs. The review process is "double blind," meaning the CEs do not know the identity of the author(s) and the author(s) do not know the identities of the reviewers. CEs are requested to return their reviews within five weeks of the date in which it is sent out. CEs who have not returned their reviews with this time are contacted and requested to complete their reviews as soon as possible. In the event that a particular CE cannot complete the review within this time frame, another CE may be selected for the manuscript in question.

After all reviews have been returned to *AEQ*, they are examined by the editors and final determinations of a) Accept, b) Conditionally Accept, c) Reject and Encourage resubmission, or d) Reject are made, based on the information provided by the CEs. Final decisions on each

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manuscript are made by the editors of *AEQ*. Letters are then prepared informing the author(s) of the editors' decision. For manuscripts falling into categories (c) or (d), *AEQ* has no further obligation to the authors. The authors are free to re-submit revised manuscripts but they are informed that these submissions will be subjected to a new full review process. Manuscripts falling into category (a) are, for the most part, ready to publish "as is," with little if any revisions required. Manuscripts falling into the "Conditionally Accept" category require at least some revision before they will be fully accepted for publication. The conditions that must be met before this happens are carefully detailed in cover letters to the authors of these manuscripts. These letters clearly specify that the manuscript will not be published until these conditions have been met to the satisfaction of the editors. In some instances, the revised manuscript may be sent to one or more of the CEs who initially reviewed it for their feedback. When the conditions have been satisfied the authors are informed by letter that the manuscript is now ready for publication.

When a manuscript is accepted, the author will be notified and informed about the next steps in the publication process. To expedite the editing and publishing process, authors of accepted manuscripts will be asked to provide their final version on IBM-compatible or Macintosh floppy disks. Manuscripts produced using WordPerfect 5.1 for DOS or Microsoft Word 4.0 through 5.1 for Macintosh are preferred.

Manuscripts submitted to *AEQ* should not be under consideration for publication by any other journals, nor should they have been published previously in any form (see "Warrant Statement" in Section C). A paper may, however, have been presented at a meeting or conference. In such cases the author should state where and when such a paper was presented. After acceptance, a paper may not be published elsewhere without written permission from AAACE.

Review Criteria The following are used to review research papers submitted to *Adult Education Quarterly*:

1) *Importance of the Problem*. A problem or subject addressed by a manuscript should contribute to knowledge or theory pertinent to adult and continuing education. Importance is enhanced when a paper promotes understanding, or improvement of practice.

2) *Background*. Through the abstract and a brief introduction, readers should be provided with sufficient background information to understand the problem being addressed.

3) *Purpose*. Whether stated generally or in greater detail—as is the case with hypotheses—the purpose of the paper should be clearly and unambiguously stated.

4) *Literature Review*. Research and scholarship should be linked to relevant literature and theory. The applicability of the research and the quality of the discussion are more important than the length of the review.

5) *Approach and Procedures*. The approach and procedures must be appropriate for addressing the stated purpose(s) and research question(s).

6) *Findings*. Findings must be presented and documented to show clear relationships to the purpose(s) and research question(s). Evidence needed to support conclusions must be clearly identified, including the presentation of statistics, charts, and graphs, use of quotations, observational data, references, and citations.

7) *Conclusions*. Conclusions and logical inferences should be pertinent, clearly drawn, and convincingly supported by evidence.

8) *Readability*. All manuscripts must be well-organized, well-written, and readable.

Book Reviews Book reviews are solicited by the Book Review editor. These reviews are not submitted for blind review but are reviewed and edited by the review editor. Decisions as to the books to be reviewed and who is asked to review them are also made by the Book Review editor. "Essay Reviews" of a series of books on selected topics are occasionally commissioned by the editors of *AEQ*. These essay reviews are not submitted for review but are handled by the editors themselves. If you have suggestions for books to be reviewed, or if you should like to review a book, contact: M. Carolyn Clark, Dept. of Education-HRD, 615 Harrington, Texas A&M University, College Station, Texas 77845; Tel: 409-845-4086.

Disposition of Manuscripts Submitted

We receive approximately 100 manuscripts per year. Over the tenure of our editorship, the average acceptance rates have varied between 20 and 30 percent. The content of manuscripts, as well as the authorship, reflect our commitment to diversity within the field of adult education and our intention to encourage more articles focused with an international perspective. Methodologically, we continue to accept and publish manuscripts that represent quantitative, qualitative, historical, and philosophical perspectives.

Reflections and Future Directions

While HRD topics have not appeared prominently in the various surveys of articles published in *AEQ*, the subject has nevertheless received attention within the pages of the journal. Examples of these include Karen Watkins' recent essay review on the definition of HRD and Blomberg's piece on cost-benefit analysis for training. This list might also include pieces which are less overtly HRD-specific but have had to do with adult education in workplace settings. Joyce Stalker's article on "Deconstructing the Myth" illustrates this kind of HRD related article. The introduction of *HRDQ* in the summer of 1990 as a publication outlet for researchers of HRD has probably siphoned off some undetermined portion of papers which formerly would have found a home in AEQ.

HRD researchers are invited and encouraged to submit their work for consideration in *AEQ*. Our position as editors (and hopefully speaking for our editorial board) is that articles are not considered primarily on their ideological persuasion but on their scholarship and contribution to research and theory in the field. The journal seeks top quality manuscripts whatever their political or ideological hue as long as they fall within the scope of the journal. There are too few scholars conducting rigorous research or advancing theory within our fields. While we do not disclaim the political or ideological contexts in which all research and theory are conducted, these positions should not be used to make decisions on the merit of the scholarship. Our journals should be the place for dialogue and discussion around these differences, not a context for censorship or exclusion.

Trends in Research Methodologies The ascendence of qualitative research within the academic community is influencing editors and publishers of scholarly education journals. Criteria arising from and driven by particular methodological or epistemological approaches are being increasingly called into question. Reviewers and editors alike search for "common ground" amid this growing climate of methodological relativism. For example, as they struggle to find a voice to express their work, postmodernist scholars often tax our review editors and ourselves with their often complex and difficult language. Research designs completely foreign to traditional research are emerging within the qualitative arena and stress our abilities to effectively assess their soundness. Authors struggle to find new ways of presenting findings that are more consistent with the epistemological frameworks within which the research was conducted. Similar to the traditional art critic years ago who wondered whether modernist paintings represented art, we look at these new articles and ask, "Is this scholarship?" What constitutes "good scholarship" within these newer approaches is a question that needs to find space within our journals and we as editors need to begin convening symposia to further the conversation.

In addition to the difficult questions being posed by the nature of this research, reporting it is creating some very practical problems for editors and publishers. The substance of qualitative research studies is often difficult to communicate within the page limits traditionally imposed by editorial policies. Publication of qualitative studies sometimes results in fewer articles per issue, as allowance is made for the expanded nature of these articles. We are being pressured by these scholars to find room in our journals for their work or they will take their marbles and go elsewhere. Many of these papers represent excellent pieces of scholarship and we as editors do not

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want to lose them to other educational journals. But with the economic pressures that most journals are experiencing, how do we change to accommodate these newer form of research? One of the changes we at *AEQ* are considering is a move to a larger format. Traditionally, however, many scholar journals have been of a distinct size, often setting them off from other publications that are perceived to be more magazines than scholarly journals. Will moving to a larger format undermine the scholarly nature of our journals? We have several examples of serious publications that have shifted to this format. Again, however, this is an issue around which it would be helpful to generate discussion among editors, review boards, and readership.

Trends in Society Current trends within society are likely to influence the nature of the articles submitted to and considered for publication in *AEQ* and other journals dedicated to adult learning. Increasingly, emphasis in both policy and practice is being placed on the relationship of education and work. While education for work has always been a prominent aspect of the field of adult education, research and theory has largely focused on worker and labor education. Upheavals within labor and rapidly changing economic conditions in many countries throughout the world are likely to place more emphasis on this orientation, especially within adult populations. The challenge is to fully understand the complexity of these changes through careful research and theory and to avoid a narrowly focused vocational instrumentalism which is often reflected in the statements and documents of many policy-makers.

These changes are also creating demands for changes in the way higher education sees itself and does its business. We are being increasingly pressured to design educational programs and to conduct research which are more "relevant and meaningful" to the concerns of the "real world." Few of us would disagree that what we do should be relevant and meaningful to the needs of society. What is problematic, however, and should be a focus of our work as scholars, are the questions of who defines these needs, in whose interests are they being pursued, and what do we mean by relevant and meaningful. For those of us responsible for preparing professionals within our respective fields, these questions represent a potential area of scholarly endeavor and should be reflected in the pages of our journals. Examples of these areas of "need" which occupy current public debate are welfare reform and the increasing emphasis on punishment rather than rehabilitation of criminal offenders. Both areas involve education and training of adults as a central element in the debate. Yet one would be hard pressed to find sustained dialogue on these issues within our journals.

Conclusion

In the past, *The Journal of Adult Education* has been an outlet for articles related to the training and education of adults for business and the workplace. Its successor, *AEQ*, has continued this tradition, with an increased emphasis and focus on research and theory. While the differences between this journal and *HRDQ* may be blurred relative to education and training for the workplace, *AEQ* is increasingly serving as a forum for scholars who take a critical perspective to HRD. The journal, however, continues to encourage all forms of scholarship related to HRD and no scholar should feel that the intellectual climate of *AEQ* is somehow inappropriate for their work.

The future of publication in adult education and HRD faces a number of formidable challenges, both within the scholarly community and from quantum changes within society. Editors, reviewers, and the higher education community in general need to sustain conversation and dialogue around these issues, particularly within the pages of scholarly journals. This symposium marks a good beginning in that direction.